DOCUMENT RESUME

ED 266 611 EC 182 026

AUTHOR	Woods, James N.; And Others
TITLE	Attitudinal Change of Direct Service Providers toward Competitive Employment for Persons with Developmental Disabilities.
PUB DATE	Nov 85
NOTE	15p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
PUB TYPE	Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Attitude Change; *Developmental Disabilities; *Employment; Institutes (Training Programs); *Job Placement; Workshops
IDENTIFIERS	*Service Providers

ABSTRACT

Created to evaluate the effects of placement training for persons with developmental disabilities, the Competitive Employment Implementation Scale (CEIS) measures training participants' acceptance of responsibility for effecting competitive employment for their clients. Thirty-seven participants in competitive employment workshops and participants in a comparison group were administered the CEIS. Results, measured by dependent t-tests, indicated significant attitudinal change toward acceptance of placement duties for persons attending the workshops. No significant difference was found for the comparison group. The competitive employment workshop demonstrated that factual information combined with local business assessment can produce an improvement in participant attitude toward placement in competitive employment for clients with disabilities. (Author/CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED266611

Attitudinal Change of Direct Service Providers Toward Competitive Employment for Persons with Developmental Disabilities

James N. Woods, Ed.S.
Focus, Inc.

Patricia L. Young, Ed.D.
Focus, Inc.

Paul L. Jones, Ed.D.
Memphis State University

EC 182026

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
James N. Woods
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

The issue of competitive work for persons with developmental disabilities is receiving increased attention. Placement workshops and seminars have proliferated, the effect of which has yet to be statistically documented. Created to evaluate the effects of placement training, the Competitive Employment Implementation Scale (CEIS) measures training participants' acceptance of responsibility for effecting competitive employment for their clients. Participants in competitive employment workshops and participants in a comparison group were administered the CEIS. Results, measured by dependent t-tests, indicated significant attitudinal change toward acceptance of placement duties for persons attending the workshops. No significant difference was found for the comparison group. The competitive employment workshop demonstrated that factual information combined with local business assessment can produce an improvement in participant attitude toward placement in competitive employment for clients with disabilities.

Attitudinal Change of Direct Service Providers Toward Competitive Employment for Persons with Devlopmental Disabilities

Introduction

In spite of the abundance of legislation to assure the reintegration of persons with developmental disabilities into the life of the community, their needs in gaining competitive employment opportunities have been largely unmet. Sheltered workshops and developmental disability center personnel have traditionally focused their efforts to sheltered work and daily living skills. Personnel in these facilities need assistance if they are to prepare developmentally disabled clients for competitive employment. According to the U. S. Department of Labor (1977), only 12% of regular workshop clients and 7% of work activities center clients are placed in competitive employment. This figure drops to 3% if the client has been in the workshop two years or longer. As expected, persons with developmental disabilities have an extremely high unemployment rate of 65%. Research studies report varied techniques for placement of individuals with developmental disabilities in competitive employment but offer limited substantiation of results (Ford, 1980; Campbell and O'Toole, 1985; Ruffner, 1981; Evans, 1980).

The purpose of this study was to investigate the effectiveness of training direct service providers in techniques for placing developmentally disabled clients in competitive employment. Training

effectiveness was measured by significant increase in positive responses on the Competitive Employment Implementation Scale (CEIS), which is a measure of acceptance of responsibility for placement of clients in competitive employment.

Hypothesis

In order to investigate the effectiveness of competitive employment training, the following hypothesis was postulated:

Direct service providers attending the authors' competitive employment workshop will obtain significantly more positive scores in responsibility acceptance for placement of severely disabled clients in competitive employment.

Methodology

A sample of 37 sheltered workshop and developmental disability center service providers was included in the study. Fifteen participants represented sheltered workshops, and 22 participants were employed at developmental disability centers. The experimental group consisted of twenty service providers attending a competitive employment workshop conducted by the authors. The comparison group was comprised of 17 service providers from centers and workshops which were not represented at the competitive employment workshop. The members of both groups were similar in age and experience in human services.

The competitive employment workshop was conducted in both classroom settings and in businesses within the community. The classroom training was a combination of lecture, role play, problem solving, and presentations by state resource persons. The community-based training included on-site business assessment, detailed task analyses, employer interview, client assessment, and client/job match. Workshop participants were asked to discuss the applications of this training to their unique situations.

Instrument

The Competitive Employment Implementation Scale (CEIS) (Table 1), consisting of 20 items, was the instrument used for this study. The items were rated "yes/no," with "yes" scored as 1 and "no" scored as 2. A change in score from 2 to 1 would indicate a change in attitude toward implementing competitive employment.

Insert Table 1 about here

A factor analysis (Table 2) was conducted on the instrument utilizing the scores of 115 active rehabilitation counselors in order to ascertain the validity and interrelatedness of items. Five factors emerged with a loading of at least +0.3 or higher. On the basis of the loading scores, 4 items were eliminated: 2, 3, 11, and 16. The highest loading for Item 2 was .13; for Item 3, .20; for

Item 11, .17; and Item 16 loaded .30 on 2 factors.

The first factor, which accounted for 43.5% of the common variance, was labeled "Client Placement and Follow-Up." A "no" response on Items 2, 11, 12, 13, and 16 suggests that direct service providers do not view their role as involving placing clients in competitive employment, following up on clients placed, and/or determining the success of the placement. A "yes" response to these items denotes a positive respondent attitude to duties, including placement and follow-up.

The second factor, accounting for 23.7% of the variance, was labeled "Teaching Social and Job Skills." Agreement with Items 3, 6, 7, 9, and 10 signifies that teaching clients is accepted as part of the role of the direct service provider in obtaining jobs for persons with developmental disabilities. Positive responses indicate the provider's positive attitude in working with clients to develop their work habits, production skills, social skills, and independent living skills both in a work center and in a community. All items comprising this factor have been written positively toward the provider's performing actions which will result in competitive employment placements. A negative response to this factor signifies a negative attitude toward teaching social and job skills requisite to competitive placement.

The third factor, accounting for 14.2% of the variance, was

described as "Specific Job Placement Duties." A "yes" response to the 2 items (14 and 15) contained in Factor 2 indicates an agreement that specific job placement duties should be a part of each direct service provider's job. A "no" response to the items in this factor indicates disagreement with specific job placement duties.

The fourth factor, accounting for 10.3% of the variance, was labeled "Client Employment Tasks." "Yes" responses to Factor Items 4 and 5 and 5 denote agreement that direct service providers should be responsible for task analysis of both production and competitive employment tasks.

The fifth factor, accounting for 8.3% of the variance, was tagged "Business Relations." Items 1 and 8, comprising Factor 5, involved attitudes toward contacting business and assessng the local job market. A positive response indicates that service providers should contact businesses and assess the local job market.

The present factor analysis of the CEIS produced 5 major factors in placing developmentally disabled persons in competitive employment: Client Placement and Follow-Up, Teaching Social and Job Skills, Specific Job Placement Duties, Client Employment Tasks, and Business Relations. The 4 items which did not load at the .3 mimimum loading level were omitted from the Revised Scale.

Procedure

All groups were administered the Competitive Employment Implementation Scale on a pretest-posttest basis. The treatment workshop consisted of 28 contact hours delivered in either 4-day format sessions or 14 weekly sessions. The sessions were designed to demonstrate the need for competitive placement of severely disabled clients; to develop a competitive employment-based curriculum, and to develop placement strategies for locating jobs and placing clients. The activities described in the authors' manual The Expanded Placement Process (1984), emphasize modifying placement strategies to individual locales, analyzing local businesses, interviewing managers, presenting cost/benefit information, and restructuring instructional methods. The comparison group received no information between the pretest and the posttest.

Results

Pretest vs. posttest mean scores were analyzed using a dependent t-test to assess the effects of the competitive employment workshop. Item analyses were performed to denote specific changes. Table 1 demonstrates the t-test results for attitudinal change for the experimental group and the comparison group as measured by the pre-posttest assessment. A significant difference at the .05 level ($t = -6.158$) was evidenced for the treatment group as a result of experiencing the workshop. No significant difference ($t = 1.267$) was

found for the comparison group. The result was an acceptance of the hypothesis as written.

Insert Table 2 about here

Item analyses revealed that significant changes in answers for the treatment group were experienced on Items 2, 3, 5, 6, 10, 11, 13, 14, 15, 16, 17, 18, and 20, thus demonstrating a change in attitude toward specific placement duties.

Discussion

The purpose of this research was to measure the attitudinal change of direct service provider's toward competitive employment as assessed by the Competitive Employment Implementation Scale. Findings indicate that training which emphasizes the need for competitive placement for clients with developmental disabilities, development of a competitive employment-based curriculum, and placement strategies for locating jobs and placing clients can produce significant differences in participant attitude toward implementing competitive employment for the severely disabled. The comparison group shows no significant change.

These findings demonstrate that a workshop combining factual information with local business assessments can produce an improvement in participant acceptance of responsibility toward competitive employment for developmentally disabled clients.

Further research is underway by the authors to determine the stability of workshop participants' attitudinal change and the long-term effects of this positive responsibility acceptance in implementing specific placement practices.

Table 1

Competitive Employment Implementation Scale

Directions: Answer "Yes" or "No" to each item below by placing a check mark in the appropriate space.

My duties during the last 12 months have included:	YES	NO
1. assessing local businesses for entry-level jobs		
2. determining the client's chances for employment		
3. writing observations of clients in the work setting		
4. analyzing production tasks for clients		
5. analyzing competitive employment tasks for clients		
6. working with clients to develop social skills for competitive employment		
7. working with clients to develop social skills for independent living		
8. routinely contacting businesses concerning employment of clients		
9. teaching work habits and production skills		
10. teaching skills for specific jobs in the community		
11. following up clients in person at the job site		
12. following up clients by phone to employer at job site		
13. determining if client placements are successful		

Table 1 continued . . .

		YES	NO
14.	having specific job placement duties as part of my job		
15.	having specific job development duites as part of my job		
16.	placing a client in competitive employment		

Table 2

T-Test Analysis for

Responsibility Acceptance Change

Group	X	df	Sign. Level	t
Experimental	-7.60000	19	0.0000	-6.158
Control	0.47059	16	0.1905	1.367

References

Cambell, J. L., and O'Toole, R. Work adjustment: dynamic rehabilitation process. Vocatonal Guidance and Rehabilitation Services of the City of Cleveland, Ohio, 1975.

Evans, R. N. Identification and validation of criteria used for determining the best training setting for persons with handicaps. Illinois University College of Education, 1980.

Ford, P. Career education and working with industry. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, PA, 1980.

Ruffner, R. H. Just where's the barrier? A new look at employer attitudes. Disabled USA, 1981, 4, 3-6.

Sheltered workshop study. Washington, DC: U.S. Department of Labor Report, June 1977.

Wehman, P. Competitive employment: New horizons for severely disabled individuals. Baltimore: Paul Brookes, Inc., 1981.

Woods, J. N., & Young, P. L. Competitive employment implementation scale. Jonesboro, AR: Focus, Inc., 1984.

Woods, J. N., Young, P. L., & Judd, P. A. The expanded placement process. Jonesboro, AR: Focus, Inc., 1984.